

**EIA-Funded Program Name:**

**\* Current Fiscal Year EIA Allocation to this EIA-Program:**

**\* Name of Person Completing Survey and to whom EOC members may request additional information:**

**\* Telephone number:**

**\* E-mail:**

**History of the program. Please mark the appropriate response (choose one):**This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

**What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.**

Regulation 59-24-65

**Code of Laws:(MAX. 100 characters)**

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**Proviso Number:(MAX: 100 characters)**

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**What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?**

**Regulations:**

59-24-65

**Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?**

Yes

No

**What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)**

The South Carolina School Leadership Executive Institute is a world-class initiative designed to give participants the insights, knowledge, and competencies to lead South Carolina schools to success. In partnership with the internationally renowned Center for Creative Leadership (CCL), the Darla Moore School of Business and School of Education at the University of South Carolina, the South Carolina Department of Education has developed and implemented a rigorous, two-year institute for principals. The curriculum focuses on enhancing principal's skills in three areas: leadership, management, and educational best practices. The quarterly three-day sessions rotate between the CCL, Greensboro, North Carolina campus The Daniel Managment Center at USC and the Education Leadsip Center at SCDE. Each cohort has approximately thirty educators from diverse backgrounds and schools. These cohorts develop a strong sense of camaraderie and a strong network of expertise and support.

In the two years of this program,

Participants will:

- ? Gain a deeper understanding of their strengths and improvement areas through the use of self assessment instruments and 360 degree feedback instruments.
- ? Develop an understanding on gaining and giving support through the use of the MBTI and FIRO-B.
- ? Demonstrate an understanding of decision making styles.
- ? Improve and apply leadership skills for use in confrontation and conflict.
- ? Gain an understanding of situational leadership and the importance of differences and flexibility.
- ? Develop a coaching plan and develop knowledge on when to coach through the use of the Personal Coaching Styles Inventory.
- ? Improve listening and questioning skills.
- ? Gain a deeper understanding of technology and its global implications.
- ? Demonstrate their understanding of data-driven decision through understanding what data are available, how to gather that data, who to involve and disaggregating their own school data.
- ? Design a school team to develop goals and objectives based on individual school data.
- ? Develop healthy communication patterns.
- ? Gain a deeper understanding on handling change in themselves and managing change in others.
- ? Demonstrate proper use of influencing and power through the use of the Decision Style Profile.
- ? Demonstrate the proper methods of managing conflict through the use of the Conflict Dynamics Profile.
- ? Improve their thinking and planning skills.
- ? Develop and enhance personal organization and work habits.
- ? Gain a better understanding of school finance.
- ? Develop an enhanced school crisis preparedness plan.
- ? Gain an understanding of motivating staff through recognition of individual and group efforts.
- ? Show an understanding of building consensus.
- ? Demonstrate an undersatnding of how to create ans sustain teams.
- ? Demonstrate participatory management.
- ? Demonstrate skill in leading teams.

**In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)**

This program continues to provide valuable training and support to South Carolina principals. This year a new cohort of principals was recruited and started the School Leadership Executive Institute (SLEI). Sessions were conducted at the Center for Creative Leadership, the USC Darla Moore School of Business, and in the SCDE Education Leadership Center.

In order to remain relevant, new topics and presenters were introduced to SLEI, all focused on improving school leadership and student performance. In addition, the SLEI Alumni program hosted several seminars on critical and time sensitive issues. These topics included: School-based Crisis Managment, Drop-out Prevention, Spanish for School Leaders, and Brain Research.

Members of the Office of School Leadership met with representatives from the Center for Creative Leadership to coordinate and develop an external analysis of the SLEI process. This external evaluation will be accomplished through interviews of graduates and current participants of SLEI. Data will also be collected regarding test scores, school improvement, teacher satisfaction and retention, and leadership styles.

**In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)**

Fiscal year objective were met.

? 100% of the participants (67 principals) in the first year of the program met the objectives set for Year One. Participants completed all assignments acceptably, met attendance requirements, and submitted all items as required.

? 100% of the participants (53 principals) in the second year program met the objective for Year Two. Participants completed all assignments acceptably, met attendance requirements, and submitted all items as required and graduated on July 24, 2007.

? 100% of the participants (3 District Superintendents, 8 Assistant Superintendents, 1 Director, and 2 SDE) met the objectives for Superintendents SLEI. Participants completed all assignments acceptably, met attendance requirements, and submitted all items as required and graduated on July 24, 2007.

? The percentage of individuals starting and completing the program remained steady at 98%.

? To date 476 school leaders have graduated from SLEI. The program currently initiates three new cohorts every year with each serving 25 to 30 school leaders. Research continues to indicate that approximately 40% of all South Carolina administrators will be eligible to retire with the next four years. This further validates the tremendous need for the SLEI program. SLEI must continue to serve 75 to 100 principals per year to keep pace with the current projected attrition rates.

? The program continues to be intensive, long-term, and job-embedded, as required by No Child Left Behind Legislation.

**What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)**

SLEI is having a significant positive impact on school leader effectiveness in South Carolina. SLEI was highlighted in the CCL Annual Report. This program consistently receives laudatory comments from participants and superintendents. The following are responses from SLEI participants, when asked the impact SLEI has had on their schools.

? Last year we won the Palmetto Silver award and this year we won the Palmetto Gold award.  
 ? We have had marked improvemebnts in AYP 2 years running  
 ? Our school has really improved test scores at 3rd/4th grade  
 ? The teacher surveys indicate a more positive response and our working relationships have improved. We have improved PACT scores with sub groups.  
 ? I am principal of a school that is 50% Hispanic and 90% F/R Lunch. We are not supposed to make AYP, but have the last two years. Staff turnover is almost non-existent except for retirements.  
 ? My school report card has been very good. I was the only elementary school in my district that made AYP and I was the only school in the county to receive the Palmetto Silver Award.  
 ? Our school report has improved along with our PACT scores. Staff turnover rates have also improved.  
 ? We have received two Palmetto Gold Awards  
 ? Our school went from 6 to 26 students with a 1100 or better SAT/ACT and we have had minimal staff turnover for the past three years.  
 ? Both our school report card (AYP the last 2 years) and teacher turnover rates are "good" although I know we can do even better!  
 ? School moved from unsatisfactory to average  
 ? We have won the Palmetto Silver Award twice since I was in the SLEI. I feel the information I received there helped me tremendously.  
 ? I took over an unsatisfactory school, my first year as principal. Now two years later we are an Average School with Excellent Improvement and we met AYP.  
 ? For the past two years my school has been awarded the Silver Flag for improvements  
 ? My school's absolute rating improved from Below Average to Average and has stayed that way since. I have made AYP each year.  
 ? Our Math scores have improved. Parent surveys have shown 92% of our parents are satisfied with the learning environment. I have had no requests for staff transfers and the only faculty or staff to leave has been through retirement.  
 ? Our school report card, PACT, and teacher turnover rate all improved.

## Program Evaluations

**What was the date of the last external or internal evaluation of this program?**

**Has an evaluation been conducted?**

Yes    No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?  
(MAX: 2000 characters)**

The Center for Creative leadership is currently conducting an evaluation of SLEI.

**Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?**

Yes

No

**If no, why not?(MAX: 100 characters)**

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**The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.**

Please mark the appropriate response:

**The total amount of EIA funds requested for this program for the next fiscal year will be:**

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

**If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?**

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)**

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**Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.**

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
<b>TOTAL</b>		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
<b>TOTAL</b>		
<b>#FTES</b>		

Data entry complete for this year.

**Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov). The program number should be cited in the subject of the e-mail.**

Yes      No